

A STUDY OF HOME RESPONSIBILITIES OF HIGH SCHOOL  
STUDENTS WITH EMPLOYED AND NON-EMPLOYED  
MOTHERS AS A BASIS FOR FAMILY  
LIVING CURRICULUM

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## CHAPTER I

### INTRODUCTION

Many things touch the family unit while it is together, but none seems to be more important than attitudes toward family adjustment. The members of this unit work, feel, and think together in whatever situation may appear. In recent years one of the most widely controversial aspects of this relationship is that of the employed mother.

Since early times mothers have worked, but were confined to the home where they tended the house, spun and wove, mended and cooked while the husband was in the fields or at outside jobs. Today every third worker is a woman, and three out of five of them are married.

In 1965, twenty-seven million women were in the labor force -- about twice as many as before World War II; forty-five percent of the women between 18 and 64 were working or looking for employment. Older women, 45 to 64 years of age, have shown the greatest tendency to start or return to work.<sup>1</sup>

Between 1940 and 1964, the number of working mothers increased six-fold. Today more than one third of all mothers are working. Even in families where husband and wife were present, 23 percent of the mothers with children under six years of age were working in 1964. The proportion is almost twice that (43%) when the children are 6-17 years of age.<sup>2</sup>

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<sup>1</sup>Wilburn Cohen, "Womanpower in the 1970's," mimeographed report of the Brookings Institute Manpower Seminar (Washington, 1967), p. 1.

<sup>2</sup>Cohen, p. 2.

In families where, in 1964, the mother was widowed, separated, or divorced and had children under 18, fifty-six percent of the mothers worked. Even when they had children under three years of age, thirty-seven percent of these mothers were working.<sup>3</sup>

Recent reports indicate 9 out of 10 women will work outside of the home for a total of at least 25 years of their adult lives.<sup>4</sup> There are many reasons why women work outside the home but this study is not concerned with this aspect. For this study the writer is assuming that financial gain is the dominant reason for mothers seeking jobs. To some families, especially those of divorced or widowed mothers, it may determine whether they live a normal life with an average or somewhat below average income. Many employed mothers feel guilt at having to leave their home and children, but if financial stress is the reason then she may feel somewhat justified. When the mother becomes employed changes may take place within the family unit. Family members will probably assume new tasks and roles which have before been the mother's responsibility.

Critics have been prone to point out that children in homes where the mother is employed are often unhappy and delinquent. Dr. Alice Rossi refutes this negative attitude with this statement:<sup>5</sup>

To date there is no evidence of any negative effects traceable to maternal employment. Children of working mothers

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<sup>3</sup>Ibid., p. 2.

<sup>4</sup>Oklahoma Curriculum Development #11, mimeographed material distributed by the State Department of Vocational Home Economics (1966-67), p. 1.

<sup>5</sup>Alice Rossi, "The Case Against Full-Time Motherhood," Redbook Magazine (March, 1965), p. 130.

are no more likely than children of non-working mothers to become delinquent, to show neurotic symptoms, to feel deprived of maternal affection, to perform poorly in school, or to lead narrower social lives.

#### Statement of the Problem

The problem of this study is to compare the responsibilities of students with employed mothers and non-employed mothers by obtaining information from a selected group of high school students relative to the responsibilities which they assume in the home. A second aspect of this study is to make suggestions for future curriculum planning in Family Living classes.

#### Reasons for the Study

The reasons for undertaking this study are:

1. With the increasing number of mothers entering the labor force it seems obvious that high school students of both sexes will assume additional home responsibilities if the family unit is to function effectively and provide for the basic needs of all family members.
2. The structure of the family is changing due to social, economic, and technological forces and these changes will be evident even in families where the mother is non-employed.
3. The primary purpose of the vocational home economics program is to provide education and develop skills in order that within the home all family members will be able to make a satisfactory contribution.



## Objectives of the Study

Four objectives for conducting this study are:

1. To determine the home responsibilities of a selected group of high school students.
2. To determine whether the selected students with employed mothers have more home responsibilities than those students with non-employed mothers.
3. To determine if the employment status of the mother affects the non-school activities of high school students.
4. To identify home economics offerings which interest the students to the highest degree.

## Delimitation

1. Only students enrolled in three classes of Family Living which the writer was teaching at Shawnee Senior High School in the Fall of 1969-70 were used for this study.
2. These three classes included a group of male and female students at the eleventh and twelfth grade level enrolled in Family Living class and who had no, or very limited, home economics background.
3. Only the home responsibilities of the students will be considered and not their own part-time jobs outside the home.

## Method of Procedure

A review of other theses and a study made by the Home Economics

Department of the National Education Association in 1959-60<sup>6</sup> was made to obtain ideas for formulating the questionnaire. A tentative questionnaire was reviewed by the writer's faculty adviser, after which minor revisions were made. The revised device for gathering the data was a check-type questionnaire which was given to the students on October 28, 1969.

The final questionnaire consisted of four parts, namely:

1. Personal data, including: race, sex, and grade level of students, marital status of the parents, age and sex of other siblings in the family, hours which the mother is employed, and occupational status of the parents.
2. Various types of home responsibilities of the students and the extent of these responsibilities.
3. Attitudes toward home responsibilities and the employment status of the mother.
4. Home Economics offerings which the students think might be of benefit if they were included in the future course offerings.

#### Definition of Terms

For the purpose of clarification the writer has identified the term "employed mother" to mean a mother who leaves her home for any number of hours any day to engage in work for which she is given financial remuneration.

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<sup>6</sup>"Home Responsibilities of Girls Whose Mothers Work and Do Not Work Outside the Home," mimeographed report under the direction of Mary Lee Hurt, President, Home Economics Education Branch, United States Office of Education, 1959-60, pp. 1-14.

The term "non-employed mother" indicates a mother who does not receive any remuneration for services which she may perform outside of the home and she does not leave the home at a designated time each, or any, day for the purpose of working.

The term "management" is indicative of the duties and responsibilities of each person in creating a safe and healthful environment for family members through their daily and long-range assumption of household chores.

#### Organization of the Report

The report of this study is organized into five chapters. Chapter I has presented the problem, reasons for the study, objectives, delimitations, procedure, definition of terms, and organization of the study. Chapter II presents a review of literature that is relevant to the study. Chapter III presents the procedure, methods, selection of the sample, and gathering and recording the data. Chapter IV presents the findings from the questionnaire and an analysis of the data. Chapter V presents a summary of the study, conclusions reached as a result of the study, and recommendations for further consideration in curriculum offerings.

## CHAPTER II

### REVIEW OF THE LITERATURE

#### The Employed Mother

A significant change in the role of women in the United States came about with the entrance of this country into World War II in December of 1941. Defense plants and shipyards over the nation were operating at full capacity, but, due to the military draft and high voluntary enlistments for the armed services, not enough males were available as workers. The greatest source of employment, but at that time practically untapped, was women. Women went to work, many of them as a patriotic duty, others for the additional income. Between 1940 and 1967 the number of women in the labor force (1) more than tripled in the 35 to 44 age group; (2) more than tripled in the 45 to 54 age group; (3) more than quadrupled in the 55 to 64 age group.<sup>1</sup>

The growth rate of women in the labor force has been rapid. In 1920 the average woman worker was single and 28 years old. In 1966 the average woman was married and 41 years old.<sup>2</sup> This would seem to indicate that increasing numbers of women are now working before

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<sup>1</sup>Mimeographed materials: Background Facts on Women Workers in the United States, U. S. Department of Labor, Wage and Labor Standards Administration, September, 1968, p. 1.

<sup>2</sup>Mimeographed materials: Fact Sheet on the Changing Patterns of Women's Lives, Oklahoma Curriculum Development #11, H. E. 66-67, p. 1.

marriage and continue to remain employed even after becoming wives and mothers. It has been estimated that nine million mothers with children under eighteen are employed in jobs ranging from saleswomen to teaching.<sup>3</sup>

Women probably work because they want, or need, the money to improve their own, or the family's standard of living. Employed married women now earn more than one-fifth of their family's total income.<sup>4</sup>

These employed women come from rural as well as urban areas. Thirty-seven percent of all women in urban areas are in the labor force, compared with 27% in rural areas.<sup>5</sup> Traditionally in the United States the rural areas tend to foster somewhat larger families than the urban dwellers, with rural mothers reflecting the image of a full-time mother caring for the home and children. Another viewpoint which has been researched relative to mother-employment suggests the following aspect:

Participation in the labor force is associated with increased influence by the wife in family decision-making, particularly with respect to decisions regarding having additional children. This increased influence in decision-making is associated with lower fertility among working women.<sup>6</sup>

This mother-in-the-home image seems to be fading from all areas of home life in the United States. At one time a rather sharp rural-urban difference in family organization and structure existed in America.

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<sup>3</sup>Martha G. Morrow, "Millions of Working Mamas," Science News Letter, April 18, 1964, p. 250.

<sup>4</sup>Cohen, p. 3.

<sup>5</sup>Mimeographed materials: Some Conditions in the Changing Society Which May Have Implications for Home Economics Education, Oklahoma Curriculum Development #10, H. E. 66-67, p. 1.

<sup>6</sup>Robert H. Weller, "The Employment of Wives, Dominance, and Fertility," Journal of Marriage and the Family, Vol. 30, No. 3, August, 1968, p. 438.

These distinctions persisted for generations but have tended to converge as a result of vast and rapid changes in technology, communication, and increasing accessibility.<sup>7</sup> A "revolution" is occurring in the patterns of women's lives -- a "revolution" which requires girls to develop a new self-image -- this must begin to form in the early teens.<sup>8</sup>

Many of the children of the 1960's, even in their teens, have never known any way of life except that of having an employed mother. Nearly one-half of the 5 1/2 million children under 18, who are living with their mother only, have an employed mother. By contrast, one-fourth of all small children in husband-wife families, have an employed mother.<sup>9</sup>

Women through the ages have delegated care of their children to other persons for all or part of the time. Many famous persons in foreign cultures were reared primarily by nurses or governesses, and not by their mother, even though she might be living in the same household. This has not been the situation in the United States where the mother has cared for her own children in her own household with little outside help.

The role of the mother has changed considerably in the past three decades. Attitudes toward discipline of siblings has also changed. Family patterns tend to be more democratic than autocratic. Members of

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<sup>7</sup>James D. Tarver, Cathy Cyrus, Kenneth Kiser, Che-Fu Lee, and Robert Moran, "Urban Influence on the Fertility and Employment Patterns of Women Living in Homogeneous Areas," Journal of Marriage and the Family, Vol. 32, No. 2 (May, 1970), p. 237.

<sup>8</sup>Mimeographed materials: #11, p. 1.

<sup>9</sup>Mimeographed materials: #10, p. 1.

the family unit usually have definite responsibilities and obligations. Education seems to have become increasingly important to many family members, since higher income seems to be equated with better education.

Youth, both male and female, assume home responsibilities to some extent. Studies have been made relative to the effect of mother-employment on the children in the home. Maccoby<sup>10</sup> makes this observation:

A mother's working is only one of the very many factors bearing upon a child's development. . . . When we undertake to discover the specific effects of the single factor of maternal employment, we must reconcile ourselves to the probability that the effects, if any, will be small. Furthermore, we must expect that the effects will not be the same on all, or even the majority of, children.

With the increasing independence of youth today the attitudes they may have relative to family life and home responsibilities becomes important to their parents. Professional and lay people also express concern for families, especially the children, of employed mothers.

Many of these people, without benefit of research evidence, have associated the increase in maternal employment with current social problems, whereas some have felt that employment of the mother might enrich family life.<sup>11</sup>

Since mother-employment has become so widespread among all socioeconomic levels in the United States it might be somewhat difficult for students to assess their personal attitudes about mother-employment. The industrial and government installations in central Oklahoma employ hundreds of women. This employment probably has been continuous for

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<sup>10</sup> Eleanor E. Maccoby, "Effects Upon Children of Their Mothers' Outside Employment," Work in the Lives of Married Women, Columbia University Press (New York, 1958), p. 151.

<sup>11</sup> Ruth E. Whitmarsh, "Adjustment Problems of Adolescent Daughters of Employed Mothers," Journal of Home Economics, Vol. 57, No. 3 (March, 1965), p. 201.

many of these women from their maiden years through marriage and several children. These children have never known a home with a full-time mother, and therefore, may have no criteria for establishing attitudes.

Whitmarsh concludes her study with this summary:<sup>12</sup>

The major purpose of this study was to ascertain whether there was a statistically significant difference with respect to recognized personal problems between adolescent girls, aged 16 to 18, from intact families, whose mothers are employed full time outside the home and those whose mothers are full-time homemakers. . . . In order to determine the difference, the number and kinds of problems of 28 adolescent daughters of employed mothers were compared with those of 44 daughters of full-time homemakers. The findings indicate that, in this particular study, the adolescent daughters of employed mothers had fewer recognized problems than the daughters of full-time homemakers. The middle-class adolescent girls in this study whose mothers were employed seemed to be particularly well adjusted in the area of home and family life if an absence of personal problems may be used as a criterion of personal adjustment. Although these findings are based on a limited sample, this study may serve as further evidence that maternal employment should no longer be used as a 'scapegoat' for adolescent adjustment problems.

Very little information is available relative to adolescent male attitudes toward mother-employment.

An important issue concerns the relationship between the children (particularly the son) and the father in a household where the mother works. For healthy development, the boy needs a strong masculine model. Perhaps the father-son relationship may be even greater when the mother is employed. . . . From one point of view, the dilution of the relationship between the mother and the children, by virtue of her absence from home during working hours, means that there is a greater opportunity for the father to play a strong role with the children.<sup>13</sup>

As the writer stated earlier, this study is not concerned with reasons why mothers become employed. Numerous researchers have explored these reasons, as well as the possible effects, emotionally and

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<sup>12</sup>Ibid, p. 202.

<sup>13</sup>Maccoby, p. 171.



psychologically, of mother-employment on the children. One such volume<sup>14</sup> brings excellent reports by several researchers with varied aspects. However, Hoffman<sup>15</sup> makes this observation: "None of the studies done thus far has found meaningful differences between the children of working mothers in general and the children of non-working mothers."

Apparently other things come first in the life of most employed women. Possibly the occupational role suffers from neglect, but this study offers no support to the view that the maternal role is neglected.<sup>16</sup>

#### Basis for Developing Curriculum in Home Economics

Since this study is also concerned with implications relative to curriculum offerings in home economics and related subject matter within the researcher's own class units, some research of literature was done in this area. This excerpt would seem to be challenging for any teacher of secondary home economics:<sup>17</sup>

Widening the choices for women beyond their doorstep does not imply neglect of their education for responsibilities in the home. . . . At various stages, girls and women of all economic backgrounds should receive education in respect to physical and mental health, child care and development, human relations within the family.

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<sup>14</sup>Work in the Lives of Married Women, Columbia University Press (New York, 1958).

<sup>15</sup>Lois Wladis Hoffman, "Effects on Children: Summary and Discussion," Work in the Lives of Married Women, Columbia University Press (New York, 1958), p. 191.

<sup>16</sup>Evan T. Peterson, "The Impact of Maternal Employment on the Mother-Daughter Relationship," Marriage and Family Living, Vol. 23, No. 4 (November, 1961), p. 361.

<sup>17</sup>American Women: Report of the President's Commission on the Status of Women (1963), pp. 16-17.

In the last years of high school, many students are looking forward to marriage in the near future. Courses in the social and economic responsibilities involved in establishing a home are sometimes advantageously studied by boys and girls together, contributing to their knowledge of each other's interests and concerns.

Home management should be taught in all sections of home economics, not only in nutrition and clothing, but also in the handling of family finances and consumer education. It would also be important to help young persons to understand the relation of individuals and families to society.

It seems important that young men as well as young women need a knowledge of homemaking skills if the family unit is to function in a desirable manner. Unlike the situation which prevails in most families where the mother is constantly present and mediates between the husband and children, the outside employment of the mother permits the father to interact directly with the children nearly as much as the mother.<sup>18</sup> One result of maternal employment may be a higher standard of living for the family, providing richer opportunities for the children and opening up avenues to more satisfactory careers in the future. Another result may be to strengthen the trend toward greater partnership between the parents, not only in breadwinning but also in childrearing and homemaking. The father who takes the laundry to the laundromat, or dries the dishes in the evening, or puts the baby to bed while his wife attends the P. T. A. Committee meeting is no longer a sissy. He is just a good father and a decent partner doing his share.<sup>19</sup> Young

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<sup>18</sup> Maccoby, p. 171.

<sup>19</sup> Katherine Brownell Oettinger, "Maternal Employment and Children," Work in the Lives of Married Women, Columbia University Press (New York, 1958), p. 142.

men, as well as young women, need training in preparation for successful fulfillment of this partnership. When fathers are more involved in household tasks, both males and females are less apprehensive of the wife's employment.<sup>20</sup>

Men have been famous for their culinary arts in many countries for decades, and with their natural inventiveness, are able to add much variety to mundane foods. Training in wise food purchasing and scientific preparation might be a way of the male increasing the esteem of other family members. Also males frequently enjoy learning the skills of food preparation as a hobby.

In preparation for her probable role of employment and homemaking, the young woman could benefit from the most recent research relative to food packaging, preparation and nutritive value of foods. Thus, the young women of today should prepare for the twenty-five years or more that they will spend in the labor market. "They must also be helped to see that their earning power has a direct relation to their level of education."<sup>21</sup>

Home economics has a unique contribution to make to women who are employed by teaching easier, quicker, more efficient ways of carrying on homemaking activities.<sup>22</sup> Personal income among all economic classes

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<sup>20</sup>Karl King, Jennie McIntyre, and Leland J. Axelson, "Adolescents' Views of Maternal Employment As a Threat to the Marital Relationship," Journal of Marriage and the Family, Vol. 30, No. 4 (November, 1968), p. 636.

<sup>21</sup>Henrietta Fleck, Toward Better Teaching of Home Economics, The MacMillan Company, New York, 1968, p. 11.

<sup>22</sup>"Families of Working Mothers," Tips and Topics, Texas Tech., Vol. V, No. 3 (February, 1965), p. 1.

has increased notably since 1947 when 49% of the family units in the United States earned less than \$4,000 a year which was considered to be in the low-income bracket. The middle income bracket in 1947 was those families who earned \$4,000 to \$7,500 a year, but only a low 10% were in the high income bracket who earned over \$7,500 a year. It is predicted that, by 1970, nearly 40% of the family units will be in the high-income group and will have at their disposal more than 60% of all consumer spending money; 39% will be in the middle-income bracket and only 16% will be in the low-income bracket.<sup>23</sup>

Since we seem to be in a period of high consumption and great spending by teenagers it would seem logical to increase study of financial management for both boys and girls especially at the eleventh and twelfth grade level. In 1965, 22 1/2 million teenagers were reported to be spending 11 billion dollars annually. The current teen market is valued at 16 billion. By 1970 the number of teenagers is expected to reach 27 million and spending will probably reach at least 20 billion.<sup>24</sup>

Learning opportunities must be provided for individuals trying to cope with increasingly complex consumer problems. While our nation is dedicated to providing employment for its citizens, it must also be dedicated to educating people to make maximum use of their resources. Learning to earn and learning to use more wisely what one earns contributes greatly to the quality of our way of life.<sup>25</sup>

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<sup>23</sup>Fleck, p. 1.

<sup>24</sup>H. E. 66-67, p. 1.

<sup>25</sup>Consumer Education: Curriculum Guide, "The Management of Personal and Family Financial Resources, Oklahoma Home Economics Education Division (1969), Forward iii.

This discussion has tended to present the picture of the future mother in a dual role of homemaker and wage earner. It might be more appropriate to predict both the future father and mother in the dual role. It is estimated that 9 out of 10 girls today will be gainfully employed at some time during their lives.<sup>26</sup> Couples most likely will continue to produce children who should have the right to expect guidance, love, and security from both parents.

Reluctance to accept a new family pattern, i.e. wife's employment, has been characteristic chiefly of males whose wives or mothers were not employed. The increasing number of sons whose mothers do work outside the home is apparently defining the employment of the wife as not necessarily threatening to the husband's position in the home.<sup>27</sup>

The Oklahoma State Department of Vocational and Technical Education through its Home Economics Education Division developed in 1969 a new Curriculum Guide in Human Development and the Family. A part of the "Philosophy and Objectives of Human Development and the Family" states;<sup>28</sup>

The area, HUMAN DEVELOPMENT AND THE FAMILY, as referred to in this publication, encompasses child development and interpersonal and family relationships including an understanding of the human being and the changing roles of individuals.

\* Both youth and adults, male and female, need help in coping with the ambiguities faced daily in a complex society.

After the data has been assessed and evaluated the researcher will use this as a basis for future planning of course offerings and course

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<sup>26</sup>Okla. Curr. Dev. #11, 66-67, p. 1.

<sup>27</sup>King, et al., p. 637.

<sup>28</sup>Human Development and the Family: Curriculum Guide, Oklahoma Home Economics Education Division (1969), p. 9.

content in her classes of vocational home economics at Shawnee Senior High School.

\*"Education is obligated to help the members of a society learn the ways of living within that society."<sup>29</sup> \* One of the competencies associated with success in teaching home economics is the ability to plan and organize a curriculum that will meet the needs of the people in the community in which a person is teaching.<sup>30</sup> \* The teacher of home economics will want to understand something of the background of the students with whom she will be working. Basic to the building of any home-making program is an understanding of the developmental tasks which adolescents face at various age levels. Both the tasks and the developmental sequence reflect the needs and interest of adolescents, which are important in planning the curriculum.<sup>31</sup>

The courses that are planned for students at any high school level should have various purposes but it would seem especially important for the students at the 11th and 12th grade levels. Considerations may need to be made for the married high school student, for those who are already employed or wish to be, and then those who have future plans for specialization in certain areas such as foods, clothing, child care, and others. Another important consideration should be for the college-bound girls and boys where an attempt may be made to interrelate many of the areas that possibly will have special meaning in their

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<sup>29</sup> Olive A. Hall and Beatrice Paolucci, Teaching Home Economics, John Wiley & Sons, Inc. (New York, 1961), p. 119.

<sup>30</sup> Hazel M. Hatcher and Mildred E. Andrews, "Planning the Curriculum," The Teaching of Home Economics, Houghton-Mifflin Co., Boston (1963), Ch. 12, p. 286.

<sup>31</sup> Ibid, p. 288.

future personal lives as parents and family members. It would seem that the emphasis for courses to meet the needs of these students should be on preparation for marriage and family living, health, consumer education, management, and housing.

X Improvement of home and family living will probably continue to be central to objectives for home economics, but increased attention must be given to orientation and preparation of students for the World of Work.<sup>32</sup> Home Economics has a special charge to prepare students for a stable and happy home and family life. Girls and women will require special attention to prepare them for the dual roles of wage earner and homemaker. Unless a similar unit is taught elsewhere in the curriculum, every student in a home economics program could profit from a unit on orientation to the World of Work.<sup>33</sup>

Tracy and Walsh suggest that among the considerations the teacher should bear in mind when deciding the scope of a home economics program are the socio-economic status, stage of life-cycle, vocational needs, and the geographic and cultural background of the students to be taught.<sup>34</sup> Simpson, in a personal communication<sup>35</sup> would suggest the following points as an aid in making choices:

logical development of content in the area, which would include concepts, skills, understandings, and relationships:  
the state of readiness of learning at each stage of difficulty, including maturation of students, needs and interests,

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<sup>32</sup>Fleck, p. 351.

<sup>33</sup>Ibid, p. 360.

<sup>34</sup>Ibid, p. 114.

<sup>35</sup>Ibid, p. 114.

developmental tasks, experiences, coordination, and the like; the type of learners enrolled in the classes; provision for new and exciting challenges; amount of repetition that may be justified; kind of facilities required; most effective use of teacher's time and energy.

The eleventh and twelfth grade students of today seem to have many problems which are most meaningful to them for which they find it difficult to get an answer. One area of greatest concern is in their relationships with the opposite sex. This is an area where the home economics teacher is usually capable of making a most important contribution, but some factors may be present which curtail valuable assistance to high school students. There is considerable debate in educational circles about the degrees of freedom a teacher should have in determining what she should teach and the extent to which she should be guided by professional, state, local, and other curriculum guides.<sup>36</sup>

"Basic to any planning is the manner in which the teacher decides to handle controversial issues."<sup>37</sup> High school students ask for this help. The beginning of wisdom for educators is the recognition of the fact that the old absolutes have gone; that there exists a vacuum of many moral beliefs about sex; and that we cannot ignore the conflicting value systems which are openly contending for the minds not only of adults but particularly of youths.<sup>38</sup> "We tend to overlook completely the aspect of social policy -- the fact that increasing knowledge of

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<sup>36</sup> Fleck, p. 106.

<sup>37</sup> Ibid, p. 107.

<sup>38</sup> Isadore Rubin, "Transition in Sex Values -- Implications for the Education of Adolescents," Journal of Marriage and the Family, Vol. 27, No. 1 (May, 1965), p. 187.



all areas of sex is being required of all individuals as citizens."<sup>39</sup>

Efforts should be made to present helpful information in Human Development courses which will be totally acceptable to the school and community. Duvall<sup>40</sup> presents this observation relative to preparation for marriage with youth of today:

National polls of representative youth indicate that today's young people are not well informed about what it means to grow up and to assume responsible marriage and family roles in our society. Yet their success as persons and as family members is dependent upon their readiness to perform the progressively more mature tasks expected of men and of women as they head toward marriage.

Change seems to be the key word wherever one turns today. Man has walked on the moon. Man has conquered space, but on earth wars and hatred of other human beings still exist. Youth cries out to be heard and understood. High school administrators seem to realize that revisions must be made in high school courses in order to more adequately prepare youth for assuming a place in a technological society.

Home economics has a unique contribution to make in helping high school girls prepare for a life which will include many facets. We possibly could go a step further and say that this contribution of home economics should prepare high school boys to become satisfactory understanding marriage partners for their working wives. The home economics teacher, because of her educational background, usually possesses the ability to orient her students to understanding the importance of achieving satisfactory interpersonal relationships in all walks of life -- home, community, and employment.

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<sup>39</sup>Ibid, p. 189.

<sup>40</sup>Evelyn Millis Duvall, "How Effective Are Marriage Courses?" Journal of Marriage and the Family, Vol. 27, No. 2 (May, 1965), p. 183.

Home economics has a unique contribution to make to high school age students whose mothers work -- so that these sons and daughters can better assume responsibilities in mother's absence.<sup>41</sup>

With continued acceptance of the employed-homemaker mother, more research will probably be undertaken. As women marry and begin bearing children at an earlier age, and choose to stop giving birth before age 30, many changes should come about. Girls must be helped in their teens to prepare for the dual role of homemakers and workers. Only as meaningful choices are made early will girls be able to realize their fullest potential in both spheres.<sup>42</sup>

Revisions in home economics curriculum guides are being made in many states of the United States. Oklahoma, in 1969, completed two new guides and others are now being considered.

This chapter has summarized literature pertinent to this study. Chapter III will give in detail the procedure and method used to achieve the purpose of this study.

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<sup>41</sup>Tips and Topics, p. 1.

<sup>42</sup>Oklahoma Curriculum Development, #11, p. 1.

## CHAPTER III

### PROCEDURE AND METHOD

\* To achieve the purpose of this study, three steps were followed: (1) the development of the questionnaire; (2) the selection of the sample, and (3) tabulation and interpretation of the data.

A questionnaire was developed to identify: (1) the employment status of the mother, (2) the home responsibilities of high school students, and (3) the degree of interest which high school students have in home economics subject matter areas. A trial questionnaire was formulated and presented to the researchers college faculty adviser.

\* It was decided to eliminate the question relative to the economic level of the sample because this could be a source of antagonism and criticism from the respondents, and might prevent objective checking of the questionnaire.

\* To facilitate responses, the questionnaire (see Appendix) was designed to have a simple method of answering each item. The section relative to Personal Information was a choice of answers to be either checked or circled according to the respondent's attitude. The only spaces which were to be filled by "writing-in" was the occupational status of the parents.

\* The second section of the questionnaire involving Home Responsibilities had three columns of degrees, one of which was to be checked by the side of each responsibility. The degrees were: (1) often,

(2) occasionally, and (3) never. This section also included a place which gave the students an opportunity to express their feelings toward mother-employment and if they felt home responsibility was a contributing factor in early marriage.

The third, and final, section of the questionnaire related to the degree of interest which the sample held in eight areas of Family Life Education. These degrees were also checked in three columns as: (1) much, (2) some, and (3) none.

#### Selection of the Sample

The researcher selected for the sample the students enrolled in three sections of Family Living during the first semester of the 1969-70 school year in Shawnee Senior High School. This group was chosen because: (1) she would be teaching these students, (2) it included both male and female students, (3) it had varied family backgrounds, (4) it included a cross-section of socio-economic levels, and (5) included several racial and ethnic groups. It was also convenient to administer the questionnaire during a regular class session where necessary explanations could be made to help increase accuracy in checking. Since the tabulated data in the curriculum interest areas were to be used as a basis for planning future curricula in Family Living, and other home economics courses, in Shawnee Senior High School this group seemed to be the most logical sample to use.

#### Gathering and Recording Data

A total of 61 students were in attendance in the three sections of Family Living on October 28, 1969, when the investigator administered

the questionnaire. Thirty-one of the respondents were female and thirty were male. The questionnaire was not administered at any time to those students who were not in attendance on October 28.

The checked and returned questionnaires were divided into four categories: (1) male students with employed mothers, (2) male students with non-employed mothers, (3) female students with employed mothers, and (4) female students with non-employed mothers.

The data was tabulated on four sample questionnaires, one questionnaire for each category of students. Red markings were used for tabulating the responses of students with employed mothers, and blue markings for the tabulations of students with non-employed mothers. The number of students who checked in each space was later converted into percentages and again synonymous red and blue markings were used to indicate the employment status of the mothers of the students.

The data revealed that there were 19 female students with employed mothers, and 12 students with non-employed mothers. From the male sample there were 16 male students with employed mothers and 14 students with non-employed mothers. Since the sample was so nearly equal (31 female and 30 male students) this was an excellent group from which to gather data for assessing attitudes and interests relative to home economics curriculum in Family Living.

## CHAPTER IV

### PRESENTATION OF DATA

The data for this study were obtained through a questionnaire. The questionnaire consisted of four sections: (1) personal data, (2) home responsibilities of students, (3) attitudes toward home responsibilities and mother-employment, and (4) interest in home economics offerings. (See Appendix, page 63, for questionnaire.) Sixty-one students were in attendance in the three classes of Family Living on the day the questionnaire was given. These included thirty-one female students and thirty male students and all participated in the study.

#### Description of the Group Studied

The participants in the survey consisted of junior and senior (11th and 12th grade) high school students. The male participants had taken no previous courses in Home Economics. The female participants may have had one course while in junior (8th or 9th grade) high school, but nothing in the area of Human Development and the Family within home economics. This was the first experience for all of the students to be enrolled in a co-educational class in home economics.

Table I presents a picture of the group surveyed by sex, grade level, and race of participants. The classes referred to in Table I were predominantly of the white race. The group was almost equally

divided in the distribution of juniors and seniors (grades 11 and 12), both male and female.

TABLE I  
SEX, GRADE LEVEL, AND RACE OF PARTICIPANTS

Sex	Grade		Race					Total
	11	12	White	Indian	Negro	Mexican	Other	
Female	18	13	30	0	0	1	0	31
Male	19	11	28	0	1	1	0	30

Table II shows the parental status of the participants in the study. Of the thirty-one female participants reporting, twenty-seven had both parents living, one had deceased parents, three had divorced parents, and one student's mother had remarried.

TABLE II  
PARENTAL STATUS OF THE PARTICIPANTS

		Living	Deceased	Widowed	Divorced	Remarried	Total
Female	Mother	27	1	0	3	1	31
	Father	27	1	0	2	2	31
Male	Mother	24	1	2	3	0	30
	Father	22	4	0	3	1	30

Table III presents the employment status of the mothers of the participants. As reported in Table III, nineteen female participants had employed mothers and twelve female participants had non-employed mothers. Fourteen mothers were employed full-time and only five part-time or weekends. This was a three to one ratio of full-time employed mothers to part-time employed. Of the thirty male participants reporting, sixteen had employed mothers, and fourteen had non-employed mothers. Twelve mothers were employed full-time and only four part-time. This was the same three to one ratio as for the female sample.

TABLE III  
EMPLOYMENT STATUS OF MOTHERS OF PARTICIPANTS

Student Participants	Employed	Non- Employed	Full- Time	Part- Time	Week- Ends	Other
Female	19	12	14	1	3	1
Male	16	14	12	2	1	1



In Tables IV through XV the data shows the percent of the total group responding to each item on the questionnaire. It seems evident that some participants did not check the questionnaire carefully, therefore all columns do not equal 100%. The researcher tabulated only those items which were checked by each participant.

The term "Management" throughout this thesis is indicative of the duties and responsibilities of each person in creating a safe and healthful environment for family members through their daily and long-range assumption of household chores. Table IV presents the home responsibilities of female students in management.

In response to the question about home responsibilities, all of the nineteen female participants reporting they had employed mothers, cared for their own room at all times while only 75% of those reporting with non-employed mothers assumed this responsibility. (See questionnaire, p. 65 in Appendix.) Care of own laundry was a responsibility of a higher percentage (75%) of the participants among those with non-employed mothers than those with employed mothers. Dusting furniture was a household duty for students with both employed and non-employed mothers, but "occasionally" was checked by 63% for the employed and by 67% for the non-employed mothers. Both groups reported a high percentage (47%-42%) of house cleaning responsibility. Making beds was indicated to a greater degree by those of employed mothers (57%) than by those with non-employed mothers (25%). Other household duties such as washing windows, taking out garbage, cleaning floors and cupboards was not checked by a high percentage in either group. This might mean that both employed and non-employed mothers assumed this responsibility. Neither group seemed interested in outdoor work since only 10% of

TABLE IV  
PERCENT OF FEMALE STUDENTS HAVING RESPONSIBILITIES IN MANAGEMENT

<u>RESPONSIBILITY</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>%</u> <u>OFTEN</u>	<u>%</u> <u>OCCASIONALLY</u>	<u>%</u> <u>NEVER</u>	<u>%</u> <u>OFTEN</u>	<u>%</u> <u>OCCASIONALLY</u>	<u>%</u> <u>NEVER</u>
Care of own room	100	0	0	75	08	0
Care of own laundry	22	68	10	25	75	0
Dusting furniture	37	63	0	33	66	0
Cleaning house	48	42	05	42	59	0
Making beds	57	42	05	25	66	08
Washing windows	27	42	37	17	33	42
Taking out garbage	21	57	21	43	50	0
Cleaning cupboards	32	47	21	0	66	17
Cleaning floors	37	47	16	33	66	0
Outdoor work	10	47	42	0	59	42
Family laundry						
Washing	47	42	05	17	50	25
Ironing	32	63	05	33	59	0
Mending	21	47	27	08	59	25
Care of children						
Before school	16	10	37	08	0	50
After school	27	32	16	33	42	17

\* 19 reporting.

\*\* 12 reporting.

students with employed mothers checked this as "often," and none of the students with non-employed mothers checked "often" (Table IV).

A much higher percentage of the female students with employed mothers washed (89%), ironed (95%), and mended clothing (68%) for the family than the female students with non-employed mothers who washed (67%), ironed (93%), and mended clothing (67%) (Table IV).

The amount of time spent in the care of younger children by the female students with employed mothers (16%) and with non-employed mothers (8%) was quite small before school hours and was approximately the same percentage (27% employed and 34% non-employed) "often," and "occasionally" 32% for the students with employed mothers, and 43% for the students with non-employed mothers (Table IV).

Table V presents the home responsibilities of female students in foods and clothing. The writer included in the questionnaire the various responsibilities involved with food for the family, as this is one factor in homemaking that is of daily concern. The planning, purchasing, preparing, serving, and clean-up of family meals is usually a time-consuming chore.

The female students with employed mothers planned meals either often or occasionally 84% of the time as compared to only 67% of those female students with non-employed mothers. Both groups prepared their own breakfast to a great extent but higher (47%) in the group of students with employed mothers and 25% in the group of students with non-employed mothers. Neither group spent much time with food preparation for younger children or other family members (Table V).

Washing dishes took up some time of 68% of the students with employed mothers, but only 42% of the time of students with non-employed

TABLE V

## PERCENT OF FEMALE STUDENTS HAVING RESPONSIBILITIES IN FOODS AND CLOTHING

<u>RESPONSIBILITY</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>%</u> <u>OFTEN</u>	<u>%</u> <u>OCCASIONALLY</u>	<u>%</u> <u>NEVER</u>	<u>%</u> <u>OFTEN</u>	<u>%</u> <u>OCCASIONALLY</u>	<u>%</u> <u>NEVER</u>
Planning meals	42	42	10	08	59	08
Preparing meals	42	37	0	33	50	0
a. Breakfast:						
(1) Your own	47	32	16	25	33	33
(2) Young siblings	0	21	32	0	25	50
(3) All family members	10	27	42	08	50	25
b. Noon meal or lunch:						
(1) Your own	21	42	10	17	0	59
(2) Young siblings	10	21	37	25	0	50
(3) All family members	16	16	42	08	50	25
c. Evening meal:						
(1) Your own	42	37	05	25	33	25
(2) Young siblings	10	10	32	33	42	33
(3) All family members	37	32	16	33	50	08
Washing dishes	68	21	05	42	59	08
Buying groceries	27	47	21	33	66	17
Clothing construction:						
a. Own clothing	27	47	21	25	25	33
b. Other family members	05	10	57	08	33	66

\* 19 reporting.

\*\* 12 reporting.

mothers. An interesting development was that with 27% of students with employed mothers often purchasing groceries, one-third (33%) of the students with non-employed mothers did this. No logical explanation can be made for this tabulation (Table V).

With one-fourth (25%) of both student groups, those with employed mothers and those with non-employed mothers, constructing their own clothing often, this might indicate a desire to economize in this area since about three-fourths (74%) of those students with employed mothers engage in constructing their own clothing to some degree. Very little clothing was made by either group for other family members. This seems to show interest only in their own clothing needs (Table V).

The writer had expected that the home responsibilities in Management would be less among the male group than in the female group of participants. Table VI shows the only areas in which the male group of students made a contribution was in taking out the garbage and doing outdoor work, with the students whose mothers were non-employed excelling (79%) in the latter chore.

Doing the family laundry was practically non-existent in male students with either employed or non-employed mothers. The writer would be inclined to believe that the small percentage of those who checked "mending" to any degree did not understand, or perhaps did not even read, the question. Care of children was not reported at all by the students whose mothers were employed and only 14% "occasionally" by the students whose mothers were non-employed (Table VI).

Since the provision of food for the family seems to be the primary responsibility of women, the data for the male students relative to home responsibilities in foods and clothing was interesting. Table VII

TABLE VI  
PERCENT OF MALE STUDENTS HAVING RESPONSIBILITIES IN MANAGEMENT

<u>RESPONSIBILITY</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>%</u> <u>OFTEN</u>	<u>%</u> <u>OCCASIONALLY</u>	<u>%</u> <u>NEVER</u>	<u>%</u> <u>OFTEN</u>	<u>%</u> <u>OCCASIONALLY</u>	<u>%</u> <u>NEVER</u>
Care of own room	38	50	13	43	43	14
Care of own laundry	13	31	50	07	36	64
Dusting furniture	0	44	56	0	14	79
Cleaning house	06	50	44	07	29	36
Making beds	19	56	19	07	57	36
Washing windows	06	31	56	0	43	64
Taking out garbage	44	38	44	50	29	0
Cleaning cupboards	13	31	81	57	14	29
Cleaning floors	06	25	50	0	36	64
Outdoor work	38	56	0	79	14	07
Family laundry						
Washing	0	19	75	07	36	57
Ironing	0	31	69	14	07	79
Mending	0	19	81	0	07	94
Care of Children						
Before school	0	0	81	0	0	100
After school	0	0	81	0	14	86

\* 16 reporting.

\*\* 14 reporting.

TABLE VII

## PERCENT OF MALE STUDENTS HAVING RESPONSIBILITIES IN FOODS AND CLOTHING

<u>RESPONSIBILITY</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>% OFTEN</u>	<u>% OCCASIONALLY</u>	<u>% NEVER</u>	<u>% OFTEN</u>	<u>% OCCASIONALLY</u>	<u>% NEVER</u>
Planning meals	06	31	56	07	29	64
Preparing meals						
a. Breakfast:						
(1) Your own	44	19	44	14	43	43
(2) Young siblings	0	25	75	0	14	86
(3) Other family members	0	19	75	0	14	86
b. Noon meal or lunch:						
(1) Your own	13	13	69	36	50	14
(2) Young siblings	06	19	75	07	0	93
(3) All family members	13	25	63	07	0	86
c. Evening meal:						
(1) Your own	13	50	38	29	36	36
(2) Young siblings	0	19	81	07	14	71
(3) All family members	06	25	69	07	14	71
Washing dishes	19	56	38	07	36	36
Buying groceries	0	38	63	07	79	21
Clothing construction:						
a. Own clothing	19	06	75	21	07	71
b. Other family members	0	06	88	0	0	100

\* 16 reporting.

\*\* 14 reporting.

presents the home responsibilities of male students in foods and clothing.

Forty-three percent of the students with employed mothers prepared their own breakfast and this was the only contribution of either group toward their own, or other family members, food needs. One-third (36%) of male students with non-employed mothers prepared their own noon meal "often." Washing dishes accounted for 19% of the male students with employed mothers and a small 7% of the male students with non-employed mothers. Buying groceries was checked "never" by 63% for the male students with employed mothers and 22% of the male students with non-employed mothers (Table VII).

In order to understand the feelings of the students toward home responsibilities, it was essential to gain information relative to the feelings of both groups of students, male and female, and those students with employed and non-employed mothers, toward home responsibilities. Table VIII presents the relationship of home responsibilities of female students to other activities. Less than one-fourth (21%) of the female students with employed mothers indicated that their home responsibilities curtailed social and extra-curricular activities, while almost one-half (47%) checked this as "occasionally," and approximately one-third (32%) responded with "never." Only 8% of the students with mothers in the non-employed group were "often" curtailed with home responsibilities, one-fourth (25%) only "occasionally," but two-thirds (66%) had no problem in this area (Table VIII).

Almost one-half (46%) of the female students with employed mothers indicated their participation in outside organizations was never affected because of home responsibilities, but only one-fourth (25%) of



TABLE VIII

## PERCENT OF FEMALE STUDENTS' RELATIONSHIP OF HOME RESPONSIBILITIES TO OTHER ACTIVITIES

<u>FACTOR</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>%</u> <u>OFTEN</u>	<u>%</u> <u>OCCASIONALLY</u>	<u>%</u> <u>NEVER</u>	<u>%</u> <u>OFTEN</u>	<u>%</u> <u>OCCASIONALLY</u>	<u>%</u> <u>NEVER</u>
Home responsibilities curtail social and extra-curricular activities	21	47	32	08	25	66
Activities affected by home responsibilities						
1. Organizations	27	27	46	08	16	25
2. Pep Club	10	05	53	0	0	92
3. Athletic events	05	05	53	08	16	59
4. Social life -- dating parties, etc.	05	32	37	0	08	66
Resent this interference	16	68	16	0	33	66
Prefer that mother NOT be employed	32	47	21	25	25	0

\* 19 reporting.

\*\* 12 reporting.

those with non-employed mothers never encountered this interference. All females did not check this item. Over one-half (53%) of the group with employed mothers were never restricted in Pep Club or athletic events but almost all (92%) in the group with non-employed mothers never had this problem. Both the students with employed mothers and non-employed mothers checked some interference with social life; over one-third (37%) of the students with employed mothers were never affected; almost one-third (32%) "occasionally," but a small 5% "often." Two-thirds (66%) of those students with non-employed mothers who checked never had a lack of social life due to home responsibilities (Table VIII).

Over two-thirds (68%) of the female students with employed mothers occasionally resented the interference in their activities but two-thirds (66%) of the students with non-employed mothers never resented this interference (Table VIII).

One-third (32%) of the students with employed mothers often preferred that the mother not be employed, while one-fourth (25%) of the students with non-employed mothers had this feeling. Almost one-half (47%) of students with employed mothers occasionally had negative feelings relative to mother-employment. Less than one-fourth (21%) indicated they never preferred the mother to remain in the home and unemployed (Table VIII).

One of the most interesting developments of the study indicated students with employed mothers were divided almost into thirds (37%, 32%, 37%) in their opinion as to the home responsibility being a contributing factor in early marriage. Among the students with employed mothers, the largest percentage (59%) only occasionally thought this

could be a contributing factor.

#### Summary of Expressed Feelings by the

#### Female Students

In summarizing evidence from the data indicated that there was little curtailment of social and extra-curricular activities of the female students in the surveyed group. The female students with employed mothers seemed to be slightly more inconvenienced but not to a great degree. The female students with employed mothers seemed to have greater resentment to the interference but only occasionally.

A very nominal percentage (6%) of the male students with employed mothers indicated that their home responsibilities curtailed social and extra-curricular activities, and only 7% of the male students with non-employed mothers. About one-third (38%) of the students with employed mothers and a slightly greater percentage (43%) of the male students with non-employed mothers occasionally noted interference. About one-half of both groups (56% and 50%) never considered this to be a problem. Table IX shows the relationship of home responsibilities of male students to other activities.

In the specific activities affected by home responsibilities the percentages of male students checking "never" in both groups with employed and non-employed mothers was 75%-58%. Only small percentages (6%-14%) often resented this interference. The percentage of occasional resentment was some higher (44%-36%) but those checking "never" included over one-third (35%) of the group with employed mothers to one-half (50%) of the group with employed mothers. One-half (50%) of the group with employed mothers preferred that the mother not be employed

TABLE IX

## PERCENT OF MALE STUDENTS' RELATIONSHIP OF HOME RESPONSIBILITIES TO OTHER ACTIVITIES

<u>FACTOR</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>% OFTEN</u>	<u>% OCCASIONALLY</u>	<u>% NEVER</u>	<u>% OFTEN</u>	<u>% OCCASIONALLY</u>	<u>% NEVER</u>
Home responsibilities curtail social and extra-curricular activities	06	38	56	07	43	50
Activities affected by home responsibilities						
1. Organizations	13	13	75	21	07	57
2. Pep Club	06	13	81	07	07	21
3. Athletic events	06	13	81	14	21	36
4. Social life -- dating, parties, etc.	25	06	69	29	21	29
Resent this interference	06	44	50	14	36	43
Prefer that mother NOT be employed	50	25	25	21	0	57

\* 16 reporting.

\*\* 14 reporting.

but only slightly over one-fifth (21%) of the group with employed mothers checked "often," none as "occasionally," but over one-half (57%) as "never." Over one-half in each group (56%-57%) did not consider mother-employment to be a contributing factor to early marriage. (Table IX).

#### Summary of Expressed Feelings by

##### Male Students

In our culture the home responsibilities have primarily been assumed by the female, therefore, it was anticipated that male attitudes toward curtailment of social and extra-curricular activities would be low. The resentment toward interference was twice as great in students with non-employed mothers as for those students with employed mothers. Since one-half of those in the group with employed mothers often preferred that the mother not be employed, this could indicate that males enjoy the presence of the mother in the home.

Since young men do not tend to marry at as early an age as females, the low percentage (6%) of the group with employed mothers who checked that they often considered mother-employment to be a contributing factor to early marriage was to be expected. Their small percentage of home responsibility also could be a factor in their attitude toward early marriage.

##### Curriculum Interests

Since two of the objectives of the study concerned curriculum implications it was considered important that the questionnaire include this information. (See questionnaire, p. 67 in Appendix.) Table X

TABLE X

PERCENT OF FEMALE STUDENTS' CURRICULUM INTERESTS IN MANAGEMENT: FINANCIAL AND HOME

<u>AREA OF STUDY</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>%</u> <u>MUCH</u>	<u>%</u> <u>SOME</u>	<u>%</u> <u>NONE</u>	<u>%</u> <u>MUCH</u>	<u>%</u> <u>SOME</u>	<u>%</u> <u>NONE</u>
CONSUMER EDUCATION						
a. Money management	27	32	05	33	50	08
b. Budgeting	42	47	10	42	50	08
c. Wise spending	42	42	05	59	42	08
HOUSING						
a. Selection of furnishings and appliances	27	53	21	42	42	17
b. Care of furnishings and appliances	42	47	10	25	66	08
c. Storage	21	42	21	17	33	50
HOME MANAGEMENT						
a. Laundry	16	47	27	25	59	17
b. Cleaning	21	37	37	25	50	25
c. Making beds	10	37	42	25	50	25
d. Repairs	37	37	26	08	42	50

\* 19 reporting.

\*\* 12 reporting.

shows the curriculum interests of female students in financial and home management. At this time the curriculum sequence for vocational home economics in Oklahoma places emphasis on five areas of study: Consumer Education, Housing and Home Management, Foods and Nutrition, Clothing, and Human Development and the Family. All of these areas were included in the questionnaire.

Female students expressed the belief that money management under Consumer Education would be of much help and interest to over one-fourth (27%) of those students with employed mothers, but to one-third (33%) of those students with non-employed mothers. High interest in budgeting was checked by both groups of female students with employed mothers (42%) and non-employed mothers (43%). Wise spending rated high with female students who had employed mothers (42%), and 59% with female students whose mothers were non-employed (Table X).

Both those female students with employed and non-employed mothers indicated some interest and benefit in care of furnishings and appliances with 89% in the group with employed mothers checking "much" or "some" and 92% of those students with non-employed mothers. Over half (53%) of the female students who had employed mothers were interested in selection of furnishings and appliances. Interest in storage was not high with either group and one-half (50%) of the group with non-employed mothers reported no interest.

In the area of management in the home one-fourth or less (16%-25%) of female students in both the employed and non-employed mother groups checked "much," while over one-third to over one-half (37%-50%) checked "some." Making beds (10%-25%) in the "much" column was low. "Repairs" in the group with employed mothers was about one-third (37%-37%-26%) in

all degrees, but one-half (50%) of the students with non-employed mothers had no interest in this phase of home management.

Throughout several years of teaching the writer has seen evidences that studies of family members and their relationships is an area of high interest at the upper high school level. Table XI shows the curriculum interests as indicated by the female students in human development and the family. Physical, emotional, and intellectual development in children was rated "much" by 68% of the students with employed mothers. This was the highest interest in the area of Child Development and it was checked by the female students with employed mothers. The same students checked the same phase with "some" interest 21% but only 5% checked "none." Two-thirds (66%) of the female group with non-employed mothers responded with "some," one-fourth (25%) "much," and a small percentage (8%) with "none." "Sitting" was somewhat equally divided and "children's toys and play" was of little interest (Table XI).

Both groups of female students, those with employed and non-employed mothers, responded to a high degree of interest with "much" and "some" in Family Relationships. The area of highest interest for the female students with both employed and non-employed mothers was in "understanding the responsibilities of marriage" as "much" was checked (57%) and "some" (37%) by the group with employed mothers. The female students with non-employed mothers checked the same area "much" 50% and "some" 33%. The female students in both mother-employment groups rated other areas high (Table XI).

Table XII shows the curriculum interests of female students in Foods and Nutrition, Clothing and Health.



TABLE XI

## PERCENT OF FEMALE STUDENTS' CURRICULUM INTERESTS IN HUMAN DEVELOPMENT AND THE FAMILY

<u>AREA OF STUDY</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>% MUCH</u>	<u>% SOME</u>	<u>% NONE</u>	<u>% MUCH</u>	<u>% SOME</u>	<u>% NONE</u>
CHILD DEVELOPMENT						
a. Sitting	32	37	16	25	50	25
b. Children's toys and play	27	37	27	08	33	50
c. Development:						
Physical						
Emotional						
Intellectual	68	21	05	25	66	08
FAMILY RELATIONSHIPS						
a. Understanding self	37	47	05	50	50	0
b. Getting along with family members	42	47	05	50	50	0
c. Understanding family problems	27	42	21	59	42	0
d. Understanding the responsibilities of marriage	57	37	05	50	33	17

\*19 reporting.

\*\*12 reporting.

TABLE XII

PERCENT OF FEMALE STUDENTS' CURRICULUM INTERESTS IN FOODS AND NUTRITION, CLOTHING, AND HEALTH

<u>AREA OF STUDY</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>% MUCH</u>	<u>% SOME</u>	<u>% NONE</u>	<u>% MUCH</u>	<u>% SOME</u>	<u>% NONE</u>
FOODS AND NUTRITION						
a. Meal planning	47	32	16	66	25	08
b. Food preparation	42	47	05	66	33	0
c. Serving	32	53	05	50	50	0
d. Buying foods	47	27	21	66	33	0
e. Using convenience foods	27	42	16	33	59	08
CLOTHING						
a. Selection	42	27	27	25	59	17
b. Construction	47	27	27	25	59	17
c. Purchasing	37	27	27	59	33	08
d. Mending and renovation	27	47	16	33	59	08
HOME NURSING AND FIRST AID						
a. Communicable diseases	16	47	32	25	66	08
b. Temperature, pulse, respiration	32	37	21	25	75	0
c. Burns, bleeding, fractures, etc.	47	27	16	33	66	0
d. Care of the elderly	16	53	27	17	66	17

\*19 reporting.

\*\*12 reporting.

All phases of Foods and Nutrition rated high as indicated by the percent checking "much" and "some" among the female students who had both employed and non-employed mothers. Meal Planning and Buying Foods as checked by 47% "much" of the female students with employed mothers was the highest rating. "None" was rated low in all columns by the female students with both employed and non-employed mothers. Two-thirds (66%) of the students with non-employed mothers listed "much" interest in Meal planning, Food preparation, and Buying foods. Using convenience foods rated lowest, but the group with non-employed mothers responded with 33% checking "much" and 59% checking "some," but only 8% checking "none" (Table XII).

Forty-two percent of the group with employed mothers checked "much" for Clothing Selection, 27% "some" and a fairly high 22% "none." Only 25% of the students with non-employed mothers responded with "much" in this Clothing phase, but a good 59% "some." Construction of Clothing received the highest percentage with 47% "much" in the group with employed mothers. "Some" was slightly over one-fourth (27%) in the group with employed mothers and another 27% checked "none." Twenty-five percent of the group with non-employed mothers checked "much" for Construction of Clothing, and 59% "some" in the same non-employed mother, and a small 17% checked "none." Purchasing clothing was of "much" interest to female students with both employed (37%) and non-employed (59%) mothers indicating greater interest. Mending and Renovation of Clothing rated somewhat lower with female students with both employed and non-employed mothers. Those with employed mothers checked "much" 27%, "some" 47%, while those female students with non-employed mothers checked "much" 33% and "some" 59%. Small percentages

(16% and 8%) indicated no interest (Table XII).

Some areas of Home Nursing and First Aid seemed to hold little interest for either group of the female students. Almost one-third (32%) of those in the group with employed mothers displayed no interest in help with Communicable Diseases, but only 8% of those in the group with non-employed mothers checked this. Some students did not check all of the phases in this area (Table XII).

Burns, Bleeding, and Fractures were checked with higher interest by both groups with employed and with non-employed mothers. Temperature, Pulse, and Respiration was more popular with the group with non-employed mothers than the group with employed mothers since 25% checked "much" and 75% checked "some" (Table XII).

The male respondents indicated interest in all phases of the Consumer Education area. Table XIII shows the curriculum interests of male students in financial and home management. The group with employed mothers checked "much" interest (56%) for Money Management, 50% for Budgeting, and 56% for Wise Spending. The group of male students with employed mothers indicated only 19% "no interest" in all three columns of all three phases of Consumer Education. Relatively high interest in the male students with non-employed mothers was registered with a very low 7% reporting "no interest" in Money Management and Budgeting and none checking "none" in Wise Spending (Table XIII).

The Housing area received little interest from the group of male students with employed mothers, but the interest was greater over-all with the group who had non-employed mothers, especially in the Selection of Furnishings and Appliances where "much" was checked by 43% and "some" by 50%. Storage received more checks on the positive side with

TABLE XIII

PERCENT OF MALE STUDENTS' CURRICULUM INTERESTS IN MANAGEMENT: FINANCIAL AND HOME

<u>AREA OF STUDY</u>	Students With Employed Mothers <sup>*</sup>			Students With Non-Employed Mothers <sup>**</sup>		
	<u>%</u> <u>MUCH</u>	<u>%</u> <u>SOME</u>	<u>%</u> <u>NONE</u>	<u>%</u> <u>MUCH</u>	<u>%</u> <u>SOME</u>	<u>%</u> <u>NONE</u>
CONSUMER EDUCATION						
a. Money management	56	19	19	29	64	07
b. Budgeting	50	25	19	36	57	07
c. Wise spending	56	19	19	43	50	07
HOUSING						
a. Selection of furnishings and appliances	31	13	50	43	50	07
b. Care of furnishings and appliances	13	31	50	29	50	21
c. Storage	06	25	63	29	43	29
HOME MANAGEMENT						
a. Laundry	06	06	88	14	36	50
b. Cleaning	0	12	88	14	43	43
c. Making beds	0	19	88	07	36	47
d. Repairs	19	31	50	36	21	43

<sup>\*</sup>16 reporting.

<sup>\*\*</sup>14 reporting.

the students with non-employed mothers ("much" 29%, and "some" 42%) (Table XIII).

Negative reaction was evidenced in both groups of male students, those with employed mothers and those with non-employed mothers, relative to Home Management. Eighty-eight percent checked Cleaning, Laundry, and Making beds, and 50% checked "none" under Repairs by the group with employed mothers. Forty-three percent of the male students with non-employed mothers checked "Repairs" with "none" (Table XIII).

Another of the questions related to the curriculum interest of male students in the area of Human Development and the Family. Table XIV shows the curriculum interests of male students in the area of Human Development and the Family.

In the area of Child Development the same percentage of male students in the group with employed mothers checked "none" (87%) for interest in "Sitting" and "Children's toys and play," and only slightly less (69%) checked "none" on "Development." The group with non-employed mothers also responded "none" to a high degree in all three phases of Child Development ("Sitting" 79%; "toys and play" 72%), with "Development" 21% (Table XIV).

The young men evidenced interest in Family Relationships in all phases for both students with employed and non-employed mothers. The highest rating was "much" (64%) where the group with non-employed mothers checked "Understanding self." One-half (50%) in the group with employed mothers checked "some" in the same phase. "Getting along with family members" proved to be of high interest to the male students with both employed and non-employed mothers. "Much" was checked 43% by those students with employed mothers and 36% by those students with

TABLE XIV

## PERCENT OF MALE STUDENTS' CURRICULUM INTERESTS IN HUMAN DEVELOPMENT AND THE FAMILY

<u>AREA OF STUDY</u>	Students With Employed Mothers *			Students With Non-Employed Mothers **		
	<u>%</u> <u>MUCH</u>	<u>%</u> <u>SOME</u>	<u>%</u> <u>NONE</u>	<u>%</u> <u>MUCH</u>	<u>%</u> <u>SOME</u>	<u>%</u> <u>NONE</u>
CHILD DEVELOPMENT						
a. Sitting	0	12	88	07	14	79
b. Children's toys and play	0	12	88	0	29	71
c. Development:						
Physical						
Emotional						
Intellectual	06	25	69	21	36	29
FAMILY RELATIONSHIPS						
a. Understanding self	38	50	12	64	29	07
b. Getting along with family members	43	31	25	36	43	21
c. Understanding family problems	38	25	31	43	29	29
d. Understanding the responsibilities of marriage	38	25	38	57	43	0

\* 16 reporting.

\*\* 14 reporting.

non-employed mothers. Both "Understanding family problems" and "Understanding the responsibilities of marriage" rated one-fourth and above (57%) in all columns by both groups of male students, those with employed mothers and those with non-employed mothers. The only negative response was the 38% of the students with employed mothers who checked "none" under "Understanding the Responsibilities of Marriage" (Table XIV).

Males usually evidence interest in food preparation. Table XV shows the curriculum interests of male students in Foods and Nutrition, Clothing, and Health.

Only one-fourth (25%) of the male respondents with employed mothers checked the "much" interest column relative to "Meal planning," but almost one-half (43%) of the male students with non-employed mothers indicated this degree of interest in "Meal planning." "Some" interest was checked highest by male students with both employed and non-employed mothers in all phases of Foods and Nutrition. "Serving" and "Using convenience foods" drew 6% interest from the male students with employed mothers (Table XV).

The Clothing area produced little interest with the male respondents except in "Selection" and "Purchasing" with the highest rating (43%) "much" as checked by the group with non-employed mothers. "Construction" was not popular with either group (75% "none" with those male students whose mothers were employed, and 65% "none" of the male students with non-employed mothers). "Mending" and "Renovation" was checked "none" by 75% of the group with employed mothers, and 36% "none" by the group with non-employed mothers (Table XV).



TABLE XV

## PERCENT OF MALE STUDENTS' CURRICULUM INTERESTS IN FOODS AND NUTRITION, CLOTHING, AND HEALTH

<u>AREA OF STUDY</u>	Students With Employed Mothers*			Students With Non-Employed Mothers**		
	<u>%</u> <u>MUCH</u>	<u>%</u> <u>SOME</u>	<u>%</u> <u>NONE</u>	<u>%</u> <u>MUCH</u>	<u>%</u> <u>SOME</u>	<u>%</u> <u>NONE</u>
FOODS AND NUTRITION						
a. Meal planning	25	44	25	43	43	21
b. Food preparation	19	44	38	29	29	43
c. Serving	0	56	44	21	43	36
d. Buying foods	13	50	38	35	43	14
e. Using convenience foods	06	31	63	29	50	21
CLOTHING						
a. Selection	38	25	31	43	43	14
b. Construction	13	12	75	0	36	64
c. Purchasing	19	25	50	43	29	29
d. Mending and renovation	06	13	75	21	43	36
HOME NURSING AND FIRST AID						
a. Communicable diseases	25	38	28	21	58	14
b. Temperature, pulse, respiration	31	38	31	36	29	36
c. Burns, bleeding, fractures, etc.	38	31	31	29	50	21
d. Care of the elderly	19	31	56	29	36	36

\*16 reporting.

\*\*14 reporting.

Interest in "Home Nursing and First Aid" was low in all phases with not enough variance to make comparative attitudes. The highest negative responses were in the group of male students with employed mothers where only 19% checked "much" in "Care of the elderly," and 56% "none" in the same phase (Table XV).

#### Summary to Curriculum Interests

An interesting development in curriculum interests was the relatively high interest of the male students in the area of Consumer Education. This might be attributed to the high percentage of males in the community who hold down jobs while attending high school. They may be more conscious of the financial aspect of learning to manage their money. The female respondents were less interested in Consumer Education than the male respondents but the low percentage checking "none" might encourage the conclusion that both groups were aware that a need existed for more information on finance.

It had been anticipated by the researcher that there could possibly be a higher interest in the female students concerning Housing since the home and its surroundings seem to be a basic value with women in many cultures. Advertising mediums may have contributed to the high interest in Selection and Care of Furnishings and Appliances. Males at this age often express little interest in the home, therefore, the low rating was not surprising. It was interesting to note that the male students evidenced more interest in storage than the female students.

The area of Home Management was relatively low in interest for both sexes in both mother-employment groups. A stigma seems to be

attached to those household chores that must be done routinely. The data revealed the negative response from the male students which the researcher had expected.

The data might conclusively show that Human Development and the Family was of the greatest interest in all areas checked. Both sexes in both mother-employment groups were exceedingly interested in learning more about themselves and their family members and family problems. Especially high interest in learning more about the responsibilities of marriage might be attributed to the acute awareness of students at this age in the opposite sex. The writer, from personal observation, noted the great array of "promise" or engagement jewelry worn by the students.

The low interest of the male students in Child Development was possibly a normal reaction. The female student's rating, especially in development of the physical, emotional, and intellectual phase of the child was interesting, but not unexpected, because it seems that most girls have within themselves a natural "mother" instinct. Many of them also earn money by "sitting" with children, and this often increases their awareness of the concerns relative to care of children.

Food seems to interest most people and the checking group of students was no exception. Meal planning and Food preparation received the highest rating from all participants. The female students showed higher interest in all phases, especially Meal planning and preparation. Using convenience foods was only of mild interest. This might stem from a misinterpretation of the term. "Serving" was low perhaps due to the growing informality of serving meals in our culture.

Some of the columns were not checked by all of the students. There could possibly be several reasons why this occurred but the

writer would be inclined to think it was (1) due to carelessness, (2) lack of information concerning the item being checked, or (3) disinterest in the entire questionnaire.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

The objectives of this study were: (1) to determine the home responsibilities of a selected group of high school students, (2) to determine whether students with employed mothers have more home responsibilities than those students with non-employed mothers, (3) to determine if the employment status of the mother affects the non-school activities of high school students, and (4) to identify those home economics offerings which interest the students to the highest degree.

The study was limited to three co-educational classes of Family Living at the junior and senior level in Shawnee Senior High School. Only the students enrolled for the first semester of the 1969-70 school year were used, and only those students who were in attendance on October 28, 1969, answered the questionnaire. A total of 61 students were present: 31 females and 30 males.

The instrument used for obtaining the data was a questionnaire. The questionnaire was developed to obtain personal data, types and extent of home responsibilities of students, attitudes toward home responsibilities and mother employment, and student interest in home economics offerings.

After careful review of the data obtained in this study, the

writer makes the following observations regarding the extent to which the four objectives have been achieved.

The first objective which was to determine the home responsibilities of a selected group of high school students encompassed several types of household duties. \* The investigator found that high school students, both male and female, engage to some extent in taking care of all daily, and long-range household duties which were listed in the questionnaire.

\* The female students did not do outdoor work as frequently as the male students. \* All of the respondents participated in creating an atmosphere of order and cleanliness, such as care of own room, laundry, and general home up-keep. Since so few families represented by the sample had young siblings, responsibility for their care was practically non-existent.

\* All of the students reported some degree of involvement in providing food for the family, but the female students indicated more concern with the buying aspect than the male students. The male students exhibited very little activity relating to clothing construction but all of the female respondents constructed some of their own clothing, as well as constructing some for other family members.

For objective two, which was to determine if students with employed mothers have more home responsibilities than those with non-employed mothers, the researcher believes that there was sufficient evidence to conclude that the high school students, \* both male and female, whose mothers were employed did not seem to have greater home responsibilities than those with non-employed mothers.

Since house cleaning is a common and necessary chore in all

households both of the female groups reported this as a home responsibility to a great extent but not enough difference to indicate it as a major problem. \* Laundry was a greater responsibility of the group with employed mothers.

Male responsibilities in the home were not great for students with either employed or non-employed mothers, therefore no problem in this respect was noted. The writer realizes that many factors could have been involved when the students checked the "Home Responsibilities" but she believes that a fairly accurate picture was recorded.

The third objective, to determine if the employment status of the mother affects the non-school activities of high school students, resulted in the following conclusions based on the data obtained in this study:

1. Responses indicated that the female students with both employed and non-employed mothers had positive attitudes toward mother-employment outside the home. They seemed to have all of the social life that they desired and they were able to participate fully in extra-curricular activities.

2. Most female students held a wholesome attitude toward mother-employment.

3. The male students possibly enjoy the full-time presence of the mother in the home more than the female students, but they still held positive attitudes when the mother is absent due to employment.

The fourth objective, to identify those home economics offerings which interest the students to the highest degree, the researcher arrived at the following conclusions:

1. Understanding the responsibilities of marriage was of greatest

interest for both male and female students.

2. Male students are highly interested in the study of financial management.

3. Young women indicated a need for knowledge relative to the physical, emotional, and intellectual development of children.

4. The basic home economics areas of Foods and Clothing still hold female student interest. "Selection" of clothing is an important consideration, and the "purchasing" of food of prime importance.

5. Very little interest was evidenced from both male and female respondents in caring for the sick in the home.

#### Conclusions and Recommendations

The writer makes the following suggestions for curriculum offerings in home economics in her own school situation.

Since the answers to the questionnaire revealed a great interest among the male students in Financial Management, and since the Vocational Act of 1968 encouraged greater emphasis in this area, the following recommendations are made:

1. A course in Family Financial Management at the twelfth grade level for both male and female students. Perhaps this could be offered for one semester following a course such as Family Living.

2. A greater emphasis in all levels of vocational home economics classes in management in the home and wise use of financial resources.

3. Due to the interest checked by the female students on the questionnaire relative to Understanding the problems of marriage: a course in Preparation for Marriage at the twelfth grade level for female students might be suggested. One suggestion would be to teach



this for one semester with no pre-requisite courses in home economics required.

4. A course in Preparation for Marriage at the twelfth grade level for both male and female students. This might also be offered as a second semester (advanced) course for the twelfth grade students who had been enrolled in one semester of Family Living.

5. If no other opportunity has been provided for special emphasis courses, an in-depth study for Vocational Home Economics IV girls in Preparation for Marriage could be included.

These curriculum recommendations could not be adopted with the present teaching staff in vocational home economics at Shawnee Senior High School. Perhaps future plans for this department could include the addition of another teacher.

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## APPENDIX

STUDENT QUESTIONNAIRE AS RELATED TO HOME  
RESPONSIBILITIES OF STUDENTS WITH  
EMPLOYED AND NON-EMPLOYED  
MOTHERS

PLEASE CHECK THE BLOCK WHICH MOST NEARLY APPLIES TO YOU:

PERSONAL INFORMATION

1. Your Sex: Male ( ) Female ( )
2. Your Race: White ( ) Negro ( ) Indian ( ) Other ( )
3. Grade in school: 11 ( ) 12 ( )
4. Your birth order: (Circle) 1 2 3 4 5 6 7 8 9 10
5. Do you live with? (Check) Parents ( ) Mother ( ) Father ( )  
Other ( )
6. Parental Status:  
MOTHER: Living ( ) Deceased ( ) Widowed ( ) Divorced ( )  
FATHER: Living ( ) Deceased ( ) Widowed ( ) Divorced ( )
7. Is your mother employed outside the home? Yes ( ) No ( )
8. If she is employed, is it: (Check ALL categories which apply)  
Full-time ( 8 hours per day ) ( ) Part-time ( 4 or more hours ( )  
Weekends ( ) Evenings: 4-8 p.m. ( ) Night: 12:00 midnight  
6-12 p.m. ( ) to 8:00 a.m. ( )  
4-12 p.m. ( ) Other ( )
9. Father's Occupation \_\_\_\_\_
10. Mother's Occupation \_\_\_\_\_
11. Number of the following siblings at home: (Circle)  

	MALE	FEMALE
INFANTS: 1 day to 1 year	1 2 3 4 5 6	1 2 3 4 5 6
TODDLERS: 1 year to 2 years	1 2 3 4 5 6	1 2 3 4 5 6
PRE-SCHOOL: 3-5 year old	1 2 3 4 5 6	1 2 3 4 5 6
ELEMENTARY: K through grade 7	1 2 3 4 5 6	1 2 3 4 5 6
JR. HIGH SCHOOL: grades 8-9	1 2 3 4 5 6	1 2 3 4 5 6
SR. HIGH SCHOOL: grades 10-12 (Do not include yourself)	1 2 3 4 5 6	1 2 3 4 5 6

## HOME RESPONSIBILITIES

PLEASE CHECK THE DEGREE OF RESPONSIBILITY WHICH YOU ASSUME FOR THE FOLLOWING HOUSEHOLD DUTIES. (DURING THE SCHOOL YEAR)

	OFTEN	OCCASIONALLY	NEVER
1. Care of own room_____	_____	_____	_____
2. Care of own laundry_____	_____	_____	_____
3. Care of entire home cleaning:			
a. Dusting furniture_____	_____	_____	_____
b. Cleaning house (Sweep, mop)_____	_____	_____	_____
c. Making beds_____	_____	_____	_____
d. Washing windows_____	_____	_____	_____
e. Taking out garbage_____	_____	_____	_____
f. Cleaning cupboards_____	_____	_____	_____
g. Cleaning floors_____	_____	_____	_____
h. Doing outdoor work_____	_____	_____	_____
4. Family laundry:			
a. Washing_____	_____	_____	_____
b. Ironing_____	_____	_____	_____
c. Mending_____	_____	_____	_____
5. Caring for children (Younger brothers, sisters, etc.)			
a. Before school hours_____	_____	_____	_____
b. After school hours_____	_____	_____	_____
6. Planning meals:_____	_____	_____	_____
7. Preparing meals:_____	_____	_____	_____
a. Breakfast:			
(1) Your own_____	_____	_____	_____
(2) Younger brothers and sisters_____	_____	_____	_____
(3) All family members_____	_____	_____	_____
b. Noon meal or pack lunch			
(1) Your own_____	_____	_____	_____
(2) Younger brothers or sisters_____	_____	_____	_____
(3) All family members_____	_____	_____	_____
c. Evening meal:			
(1) Your own_____	_____	_____	_____
(2) Younger brothers or sisters_____	_____	_____	_____
(3) All family members_____	_____	_____	_____
8. Washing dishes_____	_____	_____	_____
9. Buying groceries_____	_____	_____	_____
10. Clothing construction			
a. Own clothing_____	_____	_____	_____
b. Other family members clothing_____	_____	_____	_____
11. Do you feel that your home responsibilities curtail (hinder) your social and extra-curricular activities?_____	_____	_____	_____

	OFTEN	OCCASIONALLY	NEVER
12. Check the following activities which seem to be most affected because of your home responsibilities:			
a. Participation in organizations	_____	_____	_____
b. Participation in Pep Club	_____	_____	_____
c. Attendance at athletic events	_____	_____	_____
d. Social life: dating, parties, etc.	_____	_____	_____
13. Do you resent this interference which your home responsibilities make in your activities?	_____	_____	_____
14. Would you prefer that your mother was NOT employed outside the home?	_____	_____	_____
15. Would you be inclined to feel that too much responsibility in the home could be a contributing factor to the trend in early marriages?	_____	_____	_____
16. Is there ANY outside help employed in the home?	Yes ( )	No ( )	
17. Does someone other than your mother assume some responsibility for the home?	Yes ( )	No ( )	

## HOME ECONOMICS CURRICULUM IMPLICATIONS

PLEASE CHECK THE AREAS IN THE VOCATIONAL HOME ECONOMICS CURRICULUM WHICH MIGHT BE OF MOST HELP TO YOU IN PROVIDING MORE TIME FOR YOUR OWN ACTIVITIES AND STILL GIVE YOU TIME TO FULFILL YOUR OBLIGATIONS TO YOUR OWN FAMILY, AND TO PROVIDE YOU WITH MORE PERSONAL SATISFACTION.

	MUCH	SOME	NONE
1. Consumer Education:			
a. Money Management (Social Security, Investments, etc.)	_____	_____	_____
b. Budgeting_____	_____	_____	_____
c. Wise Spending_____	_____	_____	_____
2. Child Development:			
a. Sitting_____	_____	_____	_____
b. Children's toys and play_____	_____	_____	_____
c. Development: Physical, Emotional, Intellectual_____	_____	_____	_____
3. Foods and Nutrition:			
a. Meal Planning_____	_____	_____	_____
b. Food Preparation_____	_____	_____	_____
c. Serving_____	_____	_____	_____
d. Buying Foods_____	_____	_____	_____
e. Using Convenience Foods_____	_____	_____	_____
4. Clothing:			
a. Selection_____	_____	_____	_____
b. Construction_____	_____	_____	_____
c. Purchasing_____	_____	_____	_____
d. Mending and Renovation_____	_____	_____	_____
5. Housing:			
a. Selection of furnishings and appliances	_____	_____	_____
b. Care of furnishings and appliances_____	_____	_____	_____
c. Storage_____	_____	_____	_____
6. Family Relationships:			
a. Understanding self_____	_____	_____	_____
b. Getting along with family members_____	_____	_____	_____
c. Understanding family problems_____	_____	_____	_____
d. Understanding the responsibilities of marriage_____	_____	_____	_____
7. Home Nursing and First Aid:			
a. Communicable diseases_____	_____	_____	_____
b. Temperature, pulse, respiration_____	_____	_____	_____
c. Burns, bleeding, fractures, etc._____	_____	_____	_____
d. Care of the elderly_____	_____	_____	_____



	MUCH	SOME	NONE
8. Home Management:			
a. Laundry _____	_____	_____	_____
b. Cleaning (Sweeping, dusting, etc.) _____	_____	_____	_____
c. Making beds _____	_____	_____	_____
d. Repairs _____	_____	_____	_____

VITA

Louise F. Tucker

Candidate for the Degree of  
Master of Science

Thesis: A STUDY OF HOME RESPONSIBILITIES OF HIGH SCHOOL STUDENTS WITH  
EMPLOYED AND NON-EMPLOYED MOTHERS AS A BASIS FOR FAMILY LIVING  
CURRICULUM

Major Field: Home Economics Education

Biographical:

Personal Data: Born in Marietta, Oklahoma, October 9, 1916, the  
daughter of Steadman and Flossie Wood Starritt.

Education: Attended grade school in Healdton, Oklahoma; was graduated from Healdton High School in 1933; attended Murray State School of Agriculture 1934-36; received Bachelor of Science degree from Oklahoma State University in July, 1951; completed requirements for the Master of Science degree in July, 1970.

Professional Experience: Taught elementary grades in Scott County, Missouri, during the 1944-45 school year. Taught Vocational Home Economics at Chandler High School, Chandler, Oklahoma, from 1951-1953. Served as Assistant Home Demonstration Agent in Oklahoma County from June, 1953, to April, 1954. Taught Vocational Home Economics in Chandler High School from 1956 to 1962. Taught Vocational Home Economics in Fox High School, Fox, Oklahoma, during the 1962-63 school year. Taught Vocational Home Economics in Holdenville High School, Holdenville, Oklahoma, from August, 1963, until June, 1965. Employed as Vocational Home Economics teacher in Shawnee High School, Shawnee, Oklahoma, August of 1965 and holds this position at the present time.

Professional Organizations: Member of the American Home Economics Association, Oklahoma Home Economics Association, American Vocational Association, Oklahoma Vocational Association, Oklahoma Education Association, Shawnee Association Classroom Teachers, National Education Association, Department of Home Economics NEA, Delta Kappa Gamma, Kappa Kappa Iota, Oklahoma Council on Family Relations.